

DLM English Language Arts Integrated Assessment Blueprint

Approved by states – May 2014

This document describes recommendations for the contents of the English language Arts (ELA) integrated model (IM) test blueprint for DLM. In each grade a collection of Essential Elements (EEs) is suggested. This IM version of the blueprint assumes an assessment where students take a series of testlets on a subset of Essential Elements (EEs) from within a range of available content in each conceptual area. The blueprint covers content in reading and writing. The selection of EEs was the result of a combination of processes for prioritizing Dynamic Learning Maps Essential Elements (EEs). The principles that guided the development of the blueprint were:

- Use the Learning Map to prioritize content that has the potential to maximize student growth in academic skills across grades.
- Use knowledge of academic content and instructional methods to prioritize content that is considered important by stakeholders and central to the construct.
- Prioritize content that can be applied to real-world or workplace problems.
- Indicate testing of essential skills when students have had adequate opportunity to learn, that is, not at the beginning of a developmental pathway, but instead when the concepts or skills represent significant steps within or the culmination of a particular learning pathway.
- Maximize the breadth of coverage of EEs, given the time needed to administer an assessment to students in the alternate assessment population.

The principles used as guides for development of the ELA blueprint were not always compatible. We believe that the EEs selected at each grade in both blueprint models presents the best balance among the competing principles.

Table 1 shows the Claims and conceptual areas in ELA and the description of each conceptual area within each Claim.

Table 1. Major Claims and Conceptual Areas in ELA

Major Claim	Conceptual Area	
Students can comprehend text in increasingly complex ways	ELA.C1.1	Determine critical elements of text
	ELA.C1.2	Construct understandings of text
	ELA.C1.3	Integrate ideas and information from text
Students can produce writing for a range of purposes and audiences	ELA.C2.1	Use writing to communicate
	ELA.C2.2	Integrate ideas and Information in writing
Students can communicate for a range of purposes and audiences	ELA.C3.1	Use language to communicate with others

	ELA.C3.2	Clarify and contribute in discussion
Students can investigate topics and present information	ELA.C4.1	Use sources and information
	ELA.C4.2	Collaborate and present ideas

General Approaches to Identifying Content

In the first procedure used to prioritize content, we used data from the learning map to identify *Gateway* EEs. Gateway EEs had either four or more outgoing connections or at least a direct one or two step connection in the learning map to a node aligned to another EE. Using the learning map to identify Gateway nodes provided a method to analyze the relative ability of mastery of a skill or cognitive behavior described by an EE to “unlock” more potential content in the learning map. In the second, complementary procedure, we analyzed the relationships among EEs across grades to identify significant *Milestone* EEs that were not identified as Gateways. Milestone EEs were identified through content reviews and represent important skills that support future learning, are considered priorities by stakeholders, or apply directly to real life interactions and problem solving. Additionally, Milestone EEs contain content that is important to defining coherent, conceptual pathways for students in both the YE and IM blueprints. Conceptual pathways in ELA require students to learn to identify important elements in texts, remember important elements, determine connections between elements and eventually apply information across different contexts.

Blueprint

In this document, the “blueprint” refers to the pool of available EEs and the requirements for coverage within each conceptual area. The precise test experience could vary across students within the boundaries of required coverage. In response to feedback from DLM States and the TAC, the breadth of EEs available for assessment in the integrated model has been broadened. EEs are included at each grade level that assess reading and writing.

In response to feedback from State members in December, 2013, content in the areas of reading and writing was prioritized for inclusion in the blueprint. In the IM administration, students would have the opportunity to cover content in instructionally relevant testlets focused on a single EE. In addition to a variety of reading testlets at each grade level, all students will complete structured writing assessments in which a test administrator will engage the student in a writing activity that will address between 1 and 6 EEs in Claim 2. The EEs selected for the blueprint have:

- a broad range of potential application in novel contexts
- the most connections to content at subsequent grade levels
- content that is relevant to a conceptual pathway in ELA

EEs that relied on specific sensory information were not included in the blueprint. An example of an EE that was excluded from the blueprint because it would likely provide a barrier to access

for students with visual impairments is RL.3.7, “Use information gained from visual elements and words in the text to answer explicit who and what questions.”

Table 2 shows the number of EEs included in the blueprint and the total number of EEs in the conceptual area.

Table 2. Number of EEs per Conceptual Area in the Blueprint/Total Number of EEs per Conceptual Area

ELA Conceptual Areas						
Grade	C1.1 Determine critical elements of text	C1.2 Construct understandings of text	C1.3 Integrate ideas and information from text	C2.1 Use writing to communicate	C2.2 Integrate ideas and Information in writing	Total
3	8/12	5/9	2/2	2/12		17/35
4	7/10	6/9	1/5	3/9	0/1	17/34
5	4/6	8/10	5/8	2/7	0/1	19/32
6	2/3	10/13	4/9	3/8	0/3	19/36
7	1/3	9/12	4/10	5/9	0/4	19/38
8	1/3	9/12	5/10	5/11	0/4	20/40
9-10	0/2	10/11	3/11	4/9	3/6	20/39
11-12	0/2	9/11	4/11	4/9	2/7	20/40

NOTE: Cells filled with black lines represent grades with no EEs assigned to the CA.

In the integrated model, teachers, typically with input from IEP teams, have flexibility to choose among EEs available for reading assessment. In order to ensure coverage of content across conceptual areas in Claim 1, there is a required minimum number of EEs to be assessed in certain conceptual areas at each grade level. States will have flexibility to require or recommend higher numbers of EEs covered during the school year. All students will take one or more writing assessments during the course of a school-year and will be assessed on all EEs in Claim 2 that are included in the blueprint for their grade during the end of year window.

Detailed Blueprint

The specific EEs available in each grade are listed in tables beginning on page 4. A general description of the content covered is provided for each grade. The specific options and minimum expectations for each student’s assessment are provided with each table.

Grade 3

In Grade 3, the blueprint focuses on early literacy skills related to linguistic comprehension and writing. The focus in reading is on the identification of details and elements in stories and informational texts. The blueprint focuses on skills related to the mental representation of information and elements from texts and stories rather than on orthographic or decoding skills. This emphasis on conceptual understanding promotes a richer development of literacy skills for students with significant cognitive disabilities. Skills prioritized in the blueprint include three broad thematic categories of linguistic comprehension: understanding of details from texts and stories, understanding of temporal relations in texts, and understanding of word meaning and use.

Minimum expectation for each student's assessment:

- Three EEs in C1.1, including at least one RL and one RI
- Two EEs in C1.2 (L, RL or RI) – EEs must be from different strands, i.e. RL and L, not RL and RL.
- One EE in C1.3 (RL or RI)
- All students assessed in writing (EE.W.3.2.a and EE.W.3.4)

DLM-EE	DESCRIPTION	Conceptual Area
EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.	ELA.C1.1
EE.RL.3.2	Associate details with events in stories from diverse cultures.	ELA.C1.1
EE.RL.3.3	Identify the feelings of characters in a story.	ELA.C1.1
EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.	ELA.C1.2
EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.	ELA.C1.1
EE.RL.3.9	Identify common elements in two stories in a series.	ELA.C1.3
EE.RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.	ELA.C1.1
EE.RI.3.2	Identify details in a text.	ELA.C1.1
EE.RI.3.3	Order two events from a text as "first" and "next".	ELA.C1.1
EE.RI.3.4	Determine words and phrases that complete literal sentences in a text.	ELA.C1.2
EE.RI.3.5	With guidance and support, use text features including headings and key words to locate information in a text.	ELA.C1.1
EE.RI.3.8	Identify two related points the author makes in an informational text.	ELA.C1.2
EE.RI.3.9	Identify similarities between two texts on the same topic.	ELA.C1.3
EE.L.3.5.a	Determine the literal meaning of words and phrases in context.	ELA.C1.2
EE.L.3.5.c	Identify words that describe personal emotional states.	ELA.C1.2
EE.W.3.2.a	Select a topic and write about it including one fact or detail.	ELA.C2.1
EE.W.3.4	With guidance and support produce writing that expresses more than one idea.	ELA.C2.1

Grade 4

In Grade 4, the EEs that focus on reading extend the three broad thematic categories from the Grade 3 blueprint to include applications of identifying and understanding relationships between details, understanding of temporal relationships in texts, and a further understanding of word meaning and use. Also in Grade 4, the concepts of “main idea” and “theme” are first identified for assessment. In the writing portions of the blueprint, there are two EEs, one focused on letter capitalization and the second on producing topic-related, conceptually appropriate details while writing.

Minimum expectation for each student’s assessment:

- Three EEs in C1.1, including at least one RL and one RI
- Two EEs in C1.2 (L, RL or RI) – EEs must be from different strands, i.e. RL and L, not RL and RL.
- One EE in C1.3 (RL or RI)
- All students assessed in EE.L.4.2.a, EE.L.4.2.d and EE.W.4.2.b as part of the writing assessment

EE	DESCRIPTION	Conceptual Area
EE.RL.4.1	Use details from the text to recount what the text says.	ELA.C1.1
EE.RL.4.2	Identify the theme or central idea of a familiar story, drama or poem.	ELA.C1.2
EE.RL.4.3	Use details from the text to describe characters in the story.	ELA.C1.1
EE.RL.4.4	Determine the meaning of words in a text.	ELA.C1.2
EE.RL.4.5	Identify elements that are characteristic of stories.	ELA.C1.1
EE.RL.4.6	Identify the narrator of a story.	ELA.C1.2
EE.RI.4.1	Identify explicit details in an informational text.	ELA.C1.1
EE.RI.4.2	Identify the main idea of a text when it is explicitly stated.	ELA.C1.1
EE.RI.4.3	Identify an explicit detail that is related to an individual, event or idea in a historical, scientific, or technical text.	ELA.C1.1
EE.RI.4.4	Determine meaning of words in text.	ELA.C1.2
EE.RI.4.5	Identify elements that are characteristic of informational texts.	ELA.C1.1
EE.RI.4.8	Identify one or more reasons supporting a specific point in an informational text.	ELA.C1.2
EE.RI.4.9	Compare details presented in two texts on the same topic.	ELA.C1.3
EE.L.4.5.c	Demonstrate an understanding of opposites.	ELA.C1.2
EE.L.4.2.a	Capitalize the first word in a sentence.	ELA.C2.1

EE	DESCRIPTION	Conceptual Area
EE.L.4.2.d	Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns	ELA.C2.1
EE.W.4.2.b	List words, facts, or details related to the topic.	ELA.C2.1

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Grade 5

In Grade 5, the primary conceptual focus shifts from identification of details in texts to identification of relationships between details and elements in stories and informational texts. Also included are extensions of understanding of temporal relationships to identifying how elements change over the course of a text. Understanding of word meaning and use is broadened to include understanding of multi-meaning words. In Grade 5, the first EEs that require students to make comparisons across text are introduced.

Minimum expectation for each student's assessment:

- Two EEs in C1.1, including at least one RL and one RI
- Three EEs in C1.2 (L, RL or RI) – EEs must be from at least two different strands
- One EE in C1.3 (RL or RI)
- All students assessed in EE.W.5.2.a and EE.W.5.2.b as part of the writing assessment

EE	DESCRIPTION	Conceptual Area
EE.RL.5.1	Identify words in the text to answer a question about explicit information.	ELA.C1.1
EE.RL.5.2	Identify the central idea or theme of a story, drama or poem.	ELA.C1.2
EE.RL.5.3	Compare two characters in a familiar story.	ELA.C1.3
EE.RL.5.4	Determine the intended meaning of multi-meaning words in a text.	ELA.C1.2
EE.RL.5.5	Identify story element that undergoes change from beginning to end.	ELA.C1.3
EE.RL.5.6	Determine the point of view of the narrator.	ELA.C1.2
EE.RL.5.9	Compare stories, myths, or texts with similar topics or themes.	ELA.C1.3
EE.RI.5.1	Identify words in the text to answer a question about explicit information.	ELA.C1.1
EE.RI.5.2	Identify the main idea of a text when it is not explicitly stated.	ELA.C1.2
EE.RI.5.3	Compare two individuals, events or ideas in a text.	ELA.C1.3
EE.RI.5.4	Determine the meanings of domain-specific words and phrases.	ELA.C1.2
EE.RI.5.5	Determine if a text tells about events, gives directions, or provides information on a topic.	ELA.C1.1
EE.RI.5.7	Locate information in print or digital sources.	ELA.C1.1
EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.	ELA.C1.2
EE.RI.5.9	Compare and contrast details gained from two texts on the same topic.	ELA.C1.3
EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text.	ELA.C1.2
EE.L.5.5.c	Demonstrate understanding of words that have similar meanings.	ELA.C1.2
EE.W.5.2.b	Provide facts, details, or other information related to the topic.	ELA.C2.1

EE	DESCRIPTION	Conceptual Area
EE.W.5.2.a	Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.	ELA.C2.1

Grade 6

The blueprint for Grade 6 contains a significant shift from the types of cognitive content covered in the preceding grades. In Grade 6 EEs in ELA, students begin to focus primarily on the construction of understanding of meaning, structure, and causal relationships in stories and informational texts. While the EEs in Grades 3-5 cover identification of concepts, details and elements, the EEs in Grade 6 begin to require more integrative understanding of the underlying concepts described in texts.

Minimum expectation for each student's assessment:

- One EE in C1.1 (RL or RI)
- Three EEs in C1.2 (L, RL or RI) – EEs must be from at least two different strands
- Two EEs in C1.3, including at least one RL and one RI
- All students assessed in EE.W.6.2.a, EE.W.6.2.b and EE.L.6.2.b as part of the writing assessment

EE	DESCRIPTION	Conceptual Area
EE.RL.6.1	Determine what a text says explicitly as well as what simple inferences must be drawn.	ELA.C1.2
EE.RL.6.2	Identify details in a text that are related to the theme or central idea.	ELA.C1.2
EE.RL.6.3	Can identify how a character responds to a challenge in story.	ELA.C1.3
EE.RL.6.4	Determine how word choice changes the meaning in a text.	ELA.C1.2
EE.RL.6.5	Determine the structure of a text (e.g., story, poem, or drama).	ELA.C1.3
EE.RL.6.6	Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	ELA.C1.2
EE.RI.6.1	Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	ELA.C1.2
EE.RI.6.2	Determine the main idea of a passage and details or facts related to it.	ELA.C1.2
EE.RI.6.3	Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	ELA.C1.3
EE.RI.6.4	Determine how word choice changes the meaning of a text.	ELA.C1.2
EE.RI.6.5	Determine how the title fits the structure of the text.	ELA.C1.1
EE.RI.6.6	Identify words or phrases in the text that describe or show the author's point of view.	ELA.C1.2
EE.RI.6.8	Distinguish claims in a text supported by reason.	ELA.C1.2
EE.RI.6.9	Compare and contrast how two texts describe the same event.	ELA.C1.3
EE.L.6.5.a	Identify the meaning of simple similes (e.g., The man was as big as a tree.).	ELA.C1.2
EE.L.6.5.b	Demonstrate understanding of words by identifying other words with similar and different meanings.	ELA.C1.2
EE.L.6.2.b	Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	ELA.C2.1
EE.W.6.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia	ELA.C2.1

EE	DESCRIPTION	Conceptual Area
	information as appropriate.	
EE.W.6.2.b	Provide facts, details, or other information related to the topic.	ELA.C2.1

Grade 7

The blueprint for Grade 7 is focused on identification of and relationships between the structures and purposes of texts and the elements within stories and informational texts that support those structures and purposes. These EEs require students to develop rich mental models of text which include characters, settings and events in stories and details, facts, central ideas and arguments in informational texts. Students will begin to make inferences based on their mental models of texts.

Minimum expectation for each student's assessment:

- One EE in C1.1 (RL or RI)
- Three EEs in C1.2 (at least one RL and one RI)
- Two EEs in C1.3, including at least one RL and one RI
- All students assessed in EE.W.7.2.a, EE.W.7.2.b, EE.W.7.2.d, EE.L.7.2.a and EE.L.7.2.b as part of the writing assessment

EE	DESCRIPTION	Conceptual Area
EE.RL.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.	ELA.C1.2
EE.RL.7.2	Identify events in a text that are related to the theme or central idea.	ELA.C1.2
EE.RL.7.3	Determine how two or more story elements are related.	ELA.C1.3
EE.RL.7.4	Determine the meaning of simple idioms and figures of speech as they are used in a text.	ELA.C1.2
EE.RL.7.5	Compare the structure of two or more texts (e.g., stories, poems, or dramas).	ELA.C1.3
EE.RI.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.	ELA.C1.2
EE.RI.7.2	Determine two or more central ideas in a text.	ELA.C1.2
EE.RI.7.3	Determine how two individuals, events or ideas in a text are related.	ELA.C1.3
EE.RI.7.4	Determine how words or phrases are used to persuade or inform a text.	ELA.C1.2
EE.RI.7.5	Determine how a fact, step, or event fits into the overall structure of the text.	ELA.C1.1
EE.RI.7.6	Determine an author's purpose or point of view.	ELA.C1.2
EE.RI.7.8	Determine how a claim or reason fits into the overall structure of an informational text.	ELA.C1.2
EE.RI.7.9	Compare and contrast how different texts on the same topic present the details.	ELA.C1.3
EE.L.7.2.a	Use end punctuation when writing a sentence or question.	ELA.C2.1
EE.L.7.2.b	Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	ELA.C2.1
EE.W.7.2.a	Introduce a topic and write to convey ideas and information about it including visual, factual, or multimedia information as appropriate.	ELA.C2.1
EE.W.7.2.b	Provide facts, details, or other information related to the topic.	ELA.C2.1

EE	DESCRIPTION	Conceptual Area
EE.W.7.2.d	Select domain-specific vocabulary to use in writing about the topic.	ELA.C2.1

Grade 8

The cognitive behaviors included in the EEs in the blueprint for Grade 8 focus on applications and extensions of EEs identified in the Grade 7 blueprint. In Grade 8, students will recount events related to main ideas, identify causal relationships between events and identify the connotative meanings of words and phrases in texts. In the blueprint for the integrated model, these skills are extended through the assessment of EEs that require cross-textual comparisons and the identification of citations that support specific claims, arguments and inferences.

Minimum expectation for each student's assessment:

- One EE in C1.1 (RL or RI)
- Three EEs in C1.2 (L, RL or RI) – EEs must be from at least two different strands
- Two EEs in C1.3, including at least one RL and one RI
- All students assessed in EE.W.8.2.a, EE.W.8.2.b, EE.W.8.2.c, EE.W.8.2.d, EE.W.8.3.e, EE.L.8.2.a and EE.L.8.2.b as part of the writing assessment

EE	DESCRIPTION	Conceptual Area
EE.RL.8.1	Cite text to support inferences from stories and poems.	ELA.C1.2
EE.RL.8.2	Recount an event related to the theme or central idea, including details about character and setting.	ELA.C1.2
EE.RL.8.3	Identify which incidents in a story or drama lead to subsequent action.	ELA.C1.3
EE.RL.8.4	Determine connotative meanings of words and phrases in a text.	ELA.C1.2
EE.RL.8.5	Compare and contrast the structure of two or more texts.	ELA.C1.3
EE.RL.8.9	Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	ELA.C1.3
EE.RI.8.1	Cite text to support inferences from informational text.	ELA.C1.2
EE.RI.8.2	Provide a summary of a familiar informational text.	ELA.C1.2
EE.RI.8.3	Recount events in the order they were presented in the text.	ELA.C1.3
EE.RI.8.4	Determine connotative meanings of words and phrases in a text.	ELA.C1.2
EE.RI.8.5	Locate the topic sentence and supporting details in a paragraph.	ELA.C1.1
EE.RI.8.6	Determine an author's purpose or point of view and identify examples from text to that describe or support it.	ELA.C1.2
EE.RI.8.8	Determine the argument made by an author in an informational text.	ELA.C1.2
EE.RI.8.9	Identify where two different texts on the same topic differ in their interpretation of the details.	ELA.C1.3
EE.L.8.5.a	Demonstrate understanding of the use of multiple meaning words.	ELA.C1.2
EE.W.8.2.b	Write one or more facts or details related to the topic.	ELA.C2.1

EE	DESCRIPTION	Conceptual Area
EE.W.8.2.c	Write complete thoughts as appropriate.	ELA.C2.1
EE.W.8.2.d	Use domain specific vocabulary related to the topic.	ELA.C2.1
EE.W.8.3.e	Provide a closing.	ELA.C2.1
EE.W.8.2.a	Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	ELA.C2.1

High School

The EEs in ELA were originally developed for two high school grade bands. One grade band includes grades 9 and 10, and the second grand band includes grades 11 and 12. The requirements for coverage are listed below as the number of EEs and their distribution across conceptual areas are the same for the two high school grade bands. The EEs in both high school grade bands focus on the attainment of coherent, conceptual understandings of texts, including theme, inferences, claims and arguments. The EEs selected for the high school writing assessments address both using writing to communicate, and integrating information in writing.

Minimum expectation for each student's assessment in Grades 9-10 and Grades 11-12

- One EE in C1.1 (RL or RI)
- Three EEs in C1.2 (L, RL or RI) – EEs must be from at least two different strands
- Two EEs in C1.3, including at least one RL and one RI
- All students assessed in all the EEs identified for the appropriate grade level in both conceptual areas in Claim 2.

EE	DESCRIPTION	Conceptual Area
EE.RL.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	ELA.C1.2
EE.RL.9-10.2	Recount events related to the theme or central idea, including details about character and setting.	ELA.C1.2
EE.RL.9-10.3	Determine how characters change or develop over the course of a text.	ELA.C1.3
EE.RL.9-10.4	Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	ELA.C1.2
EE.RL.9-10.5	Identify where a text deviates from a chronological presentation of events.	ELA.C1.3
EE.RL.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.	ELA.C1.2
EE.RL.11-12.2	Recount the main events of the text which are related to the theme or central idea.	ELA.C1.2
EE.RL.11-12.3	Determine how characters, the setting or events change over the course of the story or drama.	ELA.C1.3
EE.RL.11-12.4	Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.	ELA.C1.2
EE.RL.11-12.5	Determine how the author's choice of where to end the story contributes to the meaning.	ELA.C1.3
EE.RI.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferentially.	ELA.C1.2
EE.RI.9-10.2	Determine the central idea of the text and select details to support it.	ELA.C1.2

EE	DESCRIPTION	Conceptual Area
EE.RI.9-10.3	Determine logical connections between individuals, ideas or events in a text.	ELA.C1.3
EE.RI.9-10.4	Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.	ELA.C1.2
EE.RI.9-10.5	Locate sentences that support an author's central idea or claim.	ELA.C1.2
EE.RI.9-10.8	Determine how the specific claims support the argument made in an informational text.	ELA.C1.2
EE.RI.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	ELA.C1.2
EE.RI.11-12.2	Determine the central idea of a text; recount the text.	ELA.C1.2
EE.RI.11-12.3	Determine how individuals, ideas, or events change over the course of the text.	ELA.C1.3
EE.RI.11-12.4	Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.	ELA.C1.2
EE.RI.11-12.8	Determine whether the claims and reasoning enhance the author's argument in an informational text.	ELA.C1.2
EE.RI.11-12.5	Determine whether the structure of a text enhances an author's claim.	ELA.C1.2
EE.RI.11-12.9	Compare and contrast arguments made by two different texts on the same topic.	ELA.C1.3
EE.L.9-10.4.a	Use context to determine the meaning of unknown words.	ELA.C1.2
EE.L.9-10.5.b	Determine the intended meaning of multiple meaning words.	ELA.C1.2
EE.L.9-10.2.c	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	ELA.C2.1
EE.L.11-12.4.a	Use context to determine the meaning of unknown words.	ELA.C1.2
EE.W.9-10.2.c	Use complete, simple sentences as appropriate.	ELA.C2.1
EE.W.9-10.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.	ELA.C2.1
EE.W.9-10.3.e	Provide a closing.	ELA.C2.1
EE.W.9-10.2.a	Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.	ELA.C2.2
EE.W.9-10.2.b	Develop the topic with facts or details.	ELA.C2.2
EE.W.11-12.2.a	Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.	ELA.C2.2
EE.W.11-12.2.b	Develop the topic with relevant facts, details, or quotes.	ELA.C2.2
EE.W.11-12.2.c	Use complete, simple sentences, as well as compound and other complex sentences as appropriate.	ELA.C2.1
EE.W.11-12.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.	ELA.C2.1

EE	DESCRIPTION	Conceptual Area
EE.W.11-12.2.f	Provide a closing or concluding statement.	ELA.C2.1
EE.L.11-12.2.b	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	ELA.C2.1